
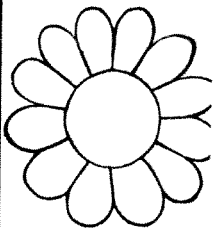
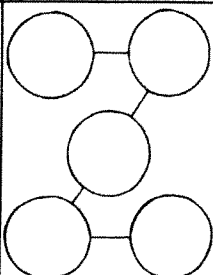



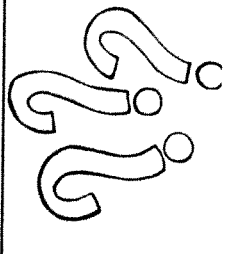
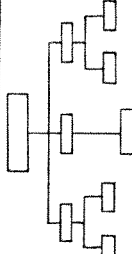
## Facilitating the Understanding of DEPTH and COMPLEXITY

**Note to the teacher:** This chart identifies key questions, thinking skills, and dimensions of DEPTH or COMPLEXITY.


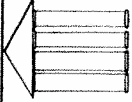
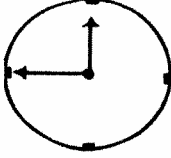

- **Key questions** can be used in the context of lesson plans to probe understanding and to prompt students during discussions.
- The **thinking skills** can be used to initiate the type of cognitive operation or thinking that could best prompt each of the dimensions of DEPTH or COMPLEXITY.
- The **resources** listed are the most logical references in which to locate the type of information required by each of the dimensions of DEPTH or COMPLEXITY. Teachers may add to any of these lists as appropriate.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	LANGUAGE OF THE DISCIPLINES	What terms or words are specific to the work of the _____? (disciplinary) What tools does the _____ use? (disciplinary)	<ul style="list-style-type: none"> <li>• Categorize</li> <li>• Identify</li> </ul>	Texts Biographies
	DETAILS	What are its attributes? What features characterize this? What specific elements define this? What distinguishes this from other things?	<ul style="list-style-type: none"> <li>• Identify traits</li> <li>• Describe</li> <li>• Differentiate</li> <li>• Compare/contrast</li> <li>• Prove with evidence</li> <li>• Observe</li> </ul>	Pictures Diaries or journals Poetry
	PATTERNS	What are the reoccurring events? What elements, events, ideas, are repeated over time? What was the order of events? How can we predict what will come next?	<ul style="list-style-type: none"> <li>• Determine relevant vs. irrelevant</li> <li>• Summarize</li> <li>• Make analogies</li> <li>• Discriminate between same and different</li> <li>• Relate</li> </ul>	Time lines Other chronological lists

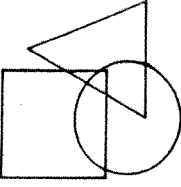
Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<b>TRENDS</b>	What ongoing factors have influenced this study? What factors have contributed to this study?	<ul style="list-style-type: none"> <li>• Prioritize</li> <li>• Determine cause and effect</li> <li>• Predict</li> <li>• Relate</li> <li>• Formulate questions</li> <li>• Hypothesize</li> </ul>	Journals Newspapers Graphs Charts
	<b>UNANSWERED QUESTIONS</b>	What is still not understood about this area/topic/study/discipline? What is yet unknown about this area/topic/study/discipline? In what ways is the information incomplete or lacking in explanation?	<ul style="list-style-type: none"> <li>• Recognize fallacies</li> <li>• Note ambiguity</li> <li>• Distinguish fact from fiction and opinion</li> <li>• Formulate questions</li> <li>• Problem solve</li> <li>• Identify missing information</li> <li>• Test assumptions</li> </ul>	Multiple and varied resources Comparative analysis of autobiographical and current nonfiction Articles
	<b>RULES</b>	How is this structured? What are the stated and unstated causes related to the description or explanation of what we are studying?	<ul style="list-style-type: none"> <li>• Generalize</li> <li>• Hypothesize</li> <li>• Judge credibility</li> </ul>	Editorials Essays Laws Theories

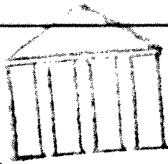
Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<b>ETHICS</b>	What dilemmas or controversies are involved in this area/topic/study/discipline?  What elements can be identified that reflect bias, prejudice, and discrimination?	<ul style="list-style-type: none"> <li>• Judge with criteria</li> <li>• Determine bias</li> </ul>	Editorials Essays Autobiographies Journals
	<b>BIG IDEAS</b>	What overarching statement best describes what is being studied?  What general statement includes what is being studied?	<ul style="list-style-type: none"> <li>• Prove with evidence</li> <li>• Generalize</li> <li>• Identify the main idea</li> </ul>	Quotations Discipline-related essays
	<b>OVER TIME</b>	How are the ideas related between the past, present, future?  How are these ideas related within or during a particular time period?  How has time affected the information?  How and why do things change or remain the same?	<ul style="list-style-type: none"> <li>• Relate</li> <li>• Sequence</li> <li>• Order</li> </ul>	Time lines Text Biographies Autobiographies Historical documents
	<b>DIFFERENT PERSPECTIVES</b>	What are the opposing viewpoints?  How do different people and characters see this event or situation?	<ul style="list-style-type: none"> <li>• Argue</li> <li>• Determine bias</li> <li>• Classify</li> </ul>	Biographies Autobiographies Mythologies Legends vs. nonfiction Accounts Debates

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.

ICONS	PROMPT	KEY QUESTIONS	THINKING SKILLS	RESOURCES
	<p><b>INTERDISCIPLINARY RELATIONSHIPS</b></p>	<p>What are common elements among topics from the different disciplines?</p> <p>How does this idea/topic/concept relate to other disciplines?</p> <p>How do topics/ideas from across the disciplines contribute meaning to this idea?</p>	<ul style="list-style-type: none"> <li>• Relate</li> <li>• Compare/contrast</li> <li>• Differentiate</li> <li>• Synthesize</li> <li>• Evaluate</li> </ul>	<p>Original and secondary sources (journals, interviews, magazines)</p> <p>Internet searches</p> <p>Textbooks</p> <p>Encyclopedias</p> <p>Multiple/varied resources</p>

Source: 10/29/97 by Dr. Sandra Kaplan. Used with permission.



BIG IDEA

Ants work together

**Strategy:**  
**Question**

ask questions  
to help you  
understand

???

UNANSWERED  
QUESTIONS

how do the  
ants that make  
a bridge get  
to the other  
side?

Big idea, details,  
section, paragraphs,  
Chapter

Name: Meng shu

Teacher: Kaclar

Selection: Ant

Date: Feb. 22, 2011

Why do ants  
have six legs?

**Skill:**  
**Text**  
**Organization**

Ants live in  
colonies

Piles of are called

ant hills • 2 antennae

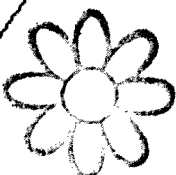
Queen is mother of colony

little ants are workers

Ants are really strong

Ants have 2 antennae

Ants have different colors



DETAILS



BIG IDEA

Always stick with your buddies.  
friends make it fun



LANGUAGE OF THE DISCIPLINE

**Strategy:**  
**Monitor/**  
**Clarify**

check for understanding  
reread or read on

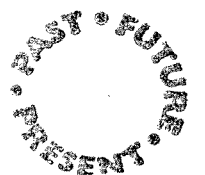
officer  
accident  
safety  
audience  
Commands

Name: Shannon  
Teacher: Mrs. McKinney  
Selection: Officer Buckle

Date: 2/15/11

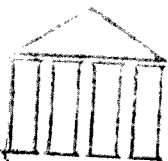
use clues to  
form an opinion

**Skill:**  
**Drawing**  
**Conclusions**



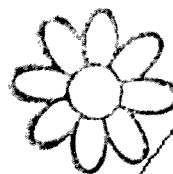
RELATE OVER TIME

first the speech was boring  
but with Gloria she made it fun  
Officer Buckle's speeches  
change from boring  
to interesting with Gloria's  
help.



BIG IDEA

The Animals and Birds had a quarrel. They decided to settle it with a ball game. Bat won for the Animals.



DETAILS

**Strategy:**  
**Summarize**

to tell what happened in the story.



MULTIPLE PERSPECTIVES

Because the Birds and Animals each think they are better

Name: Michael T.

Teacher: McKinney

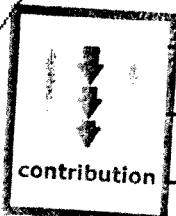
Selection: TGBG

Date: March 1, 2011

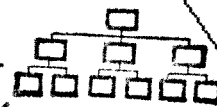
what happens (effect) and why (cause)

**Skill:**  
**Cause & Effect**

Animals let ball hit Bat on their to be carried team. Bat in nets.  
won the game. • ball must go between goal posts.  
• 2 teams  
Animals vs. Birds  
• winning team chooses penalty



contribution

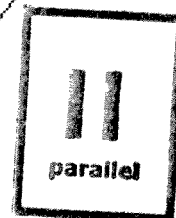


RULES



**BIG IDEA**

**Strategy:**  
**Summarize**

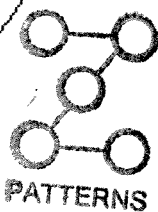


**Name:**

**Teacher:**

**Selection:**

**Date:**



**PATTERNS**

**Skill:**  
**Making**  
**Judgments**





**MULTIPLE  
PERSPECTIVES**

## Comprehension Skill: Making Judgments

[illegible]



BIG IDEA

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**Strategy:**  
**Monitor/**  
**Clarify**



LANGUAGE OF THE  
DISCIPLINE

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**Name:**

**Teacher:**

**Selection:**

**Date:**

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**Skill:**  
**Drawing**  
**Conclusions**



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**Strategy:**  
**Question**

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BIG IDEA

???

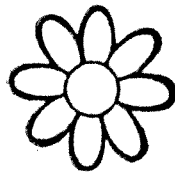
UNANSWERED  
QUESTIONS

Name:

Teacher:

Selection:

Date:



DETAILS

**Skill:**  
**Compare/**  
**Contrast**

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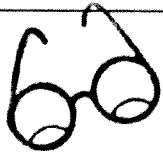
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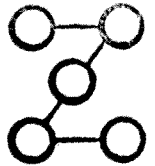
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**MULTIPLE  
PERSPECTIVES**

**Strategy:**  
**Evaluate**



**PATTERNS**

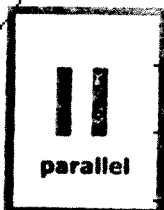
**Name:**

**Teacher:**

**Selection:**

**Date:**

**Skill:**  
**Generalizations**



**Strategy:**

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**Name:**

**Teacher:**

**Selection:**

**Date:**

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**Skill:**

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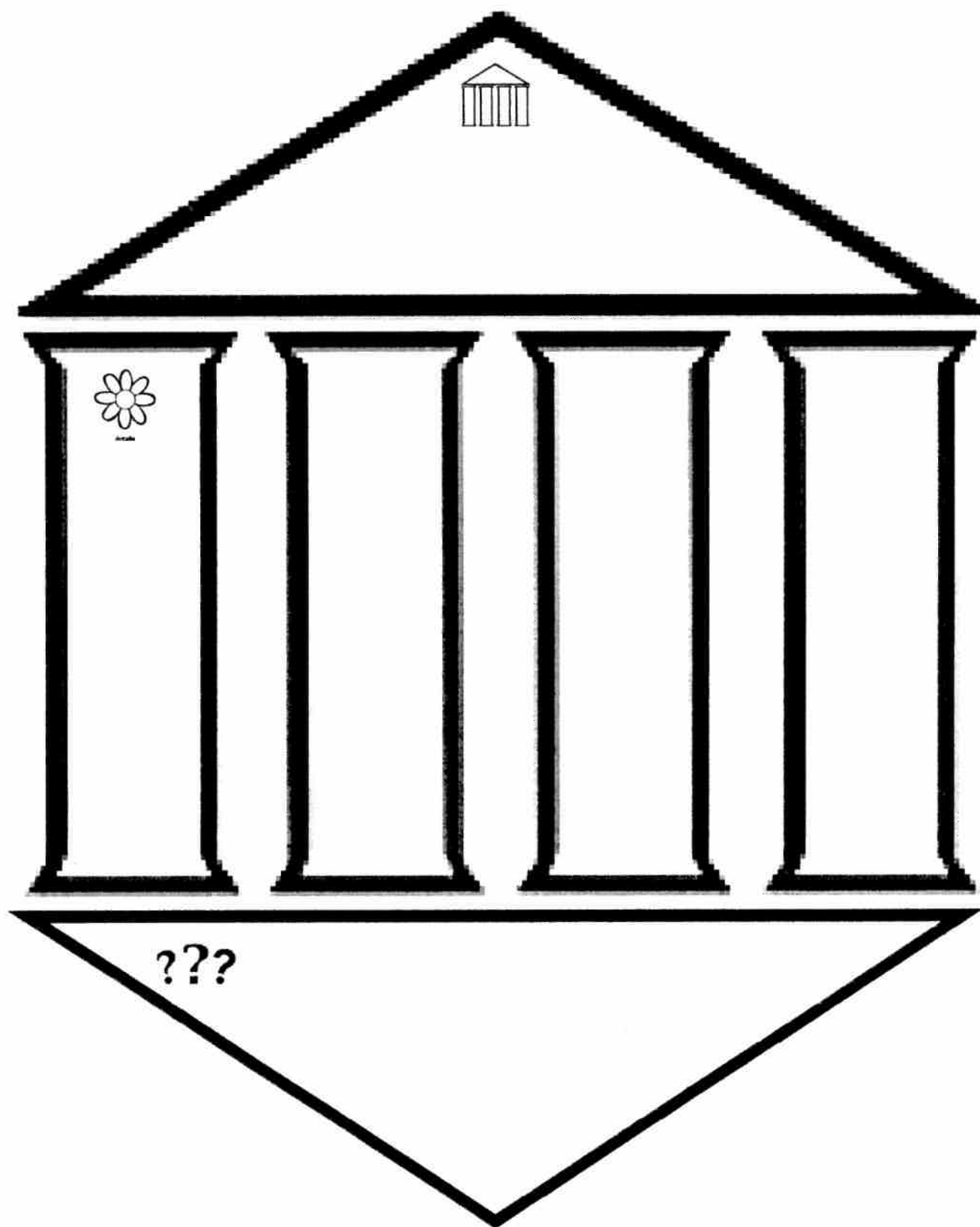
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


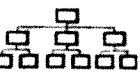
# **Character Frame**

Dear Parents,

Because we have just begun learning about story elements such as setting, plot, problem/solution, character, and conclusion, our scholars are to complete the following assignment for homework. This activity is meant to promote thinking skills and to provide our scholars with an opportunity to analyze a piece of literature from new perspectives. I hope you and your child also get some enjoyment out of working together to complete the attached frame.

*Mrs. Kirk and Ms. Squires*

## **DIRECTIONS**

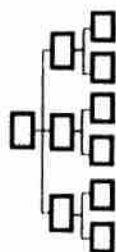
1. Read a story to, or with, a grownup.
2. Choose one of the main characters to ponder. This will be the topic of your frame.
3. Re-read the story and pay attention to all the particular character's 
4. Record in sentence form:
  - An  you have about that character
  - How your character  in the story
  - One important  you noticed about this character
  - A  that the character seemed to follow in the story
5. Draw a picture of the character in the center of the frame.
6. Make sure to write your own name and the character's name in the correct spaces.
7. Take pride in your work and explain your frame to another member of your family!



\_\_\_\_\_  
\_\_\_\_\_

Your Name \_\_\_\_\_

PAST • PRESENT • FUTURE



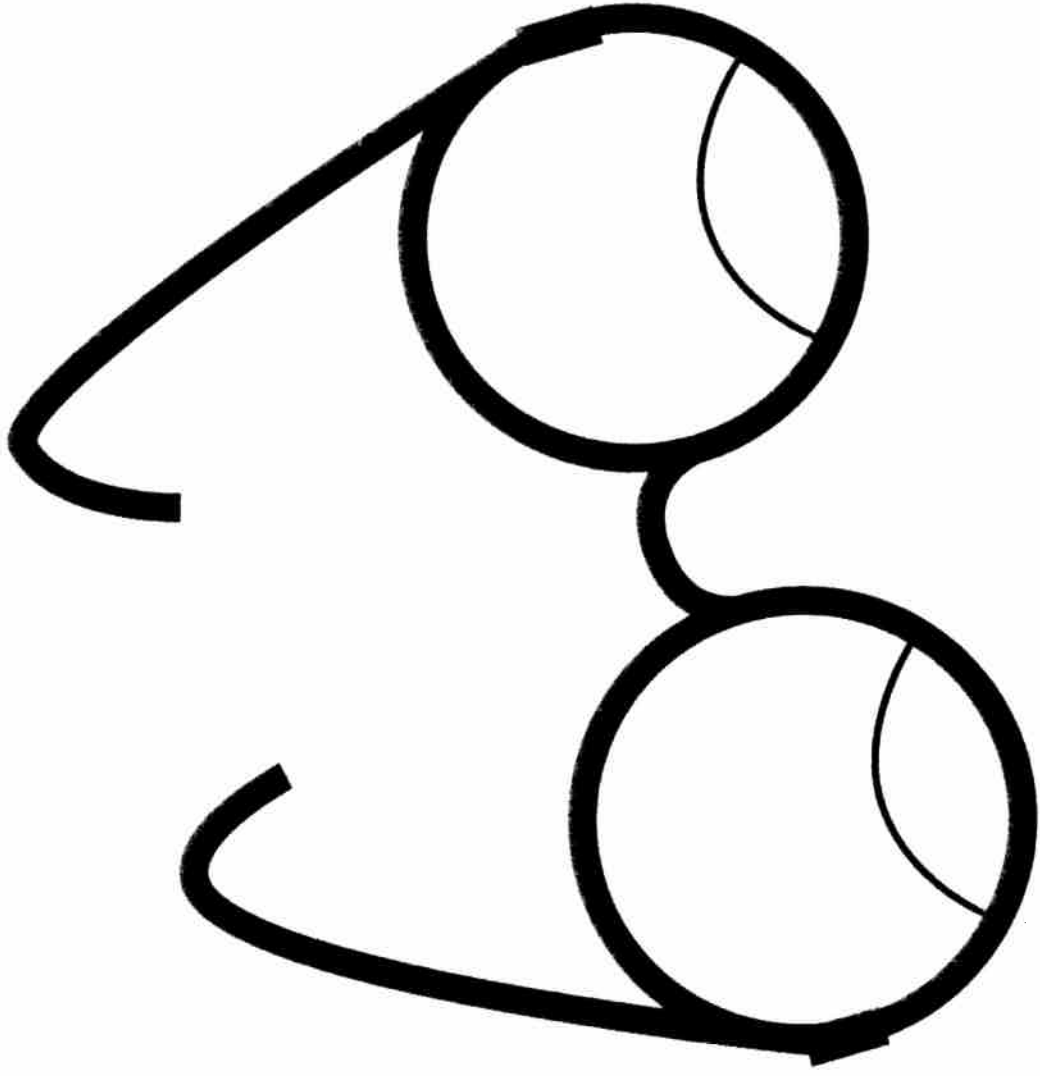
Character's Name \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

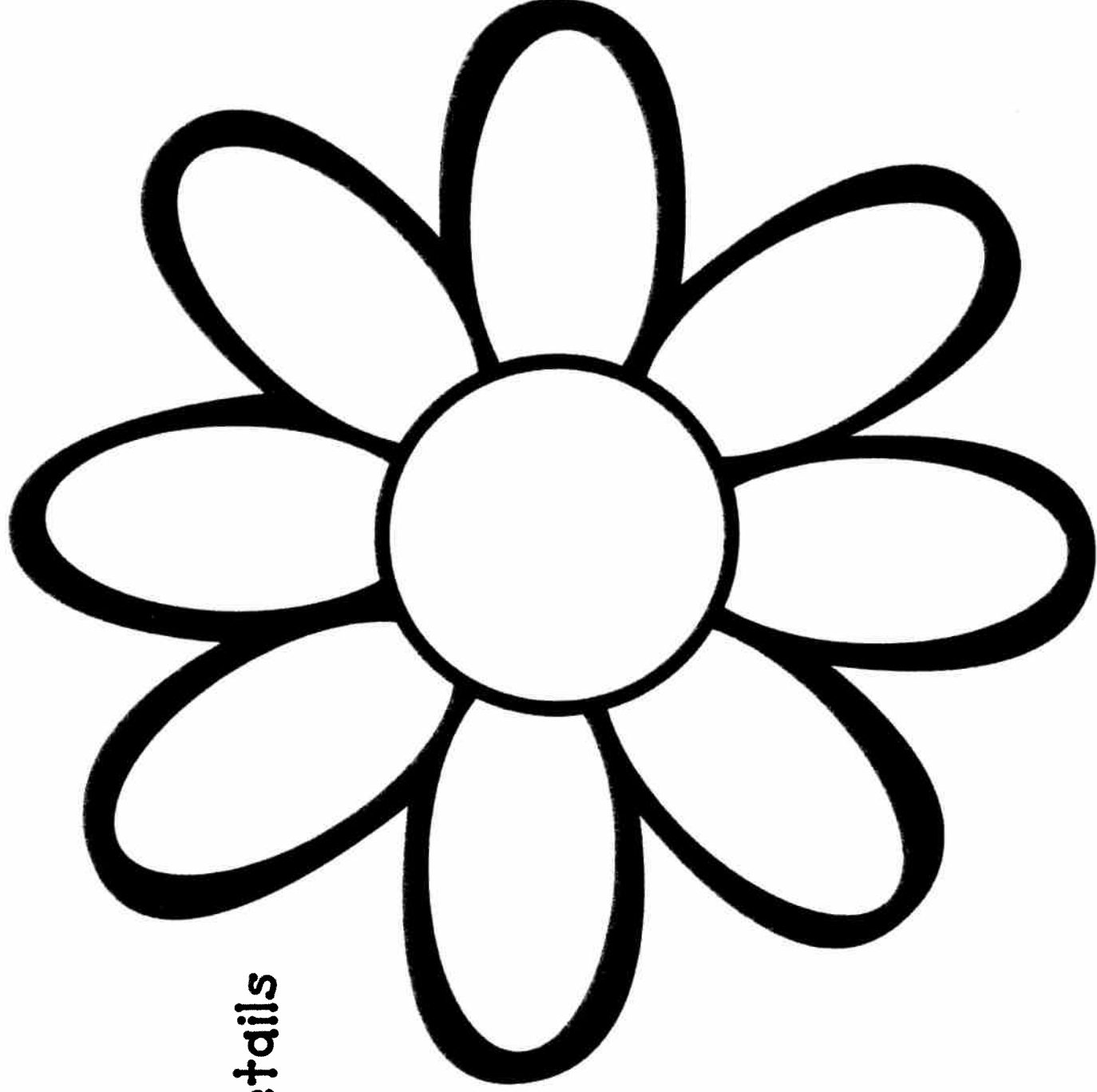
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# Perspective Drawing and Writing



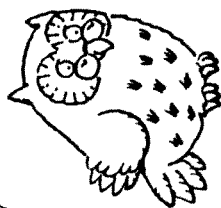

Story Details



Name Erin

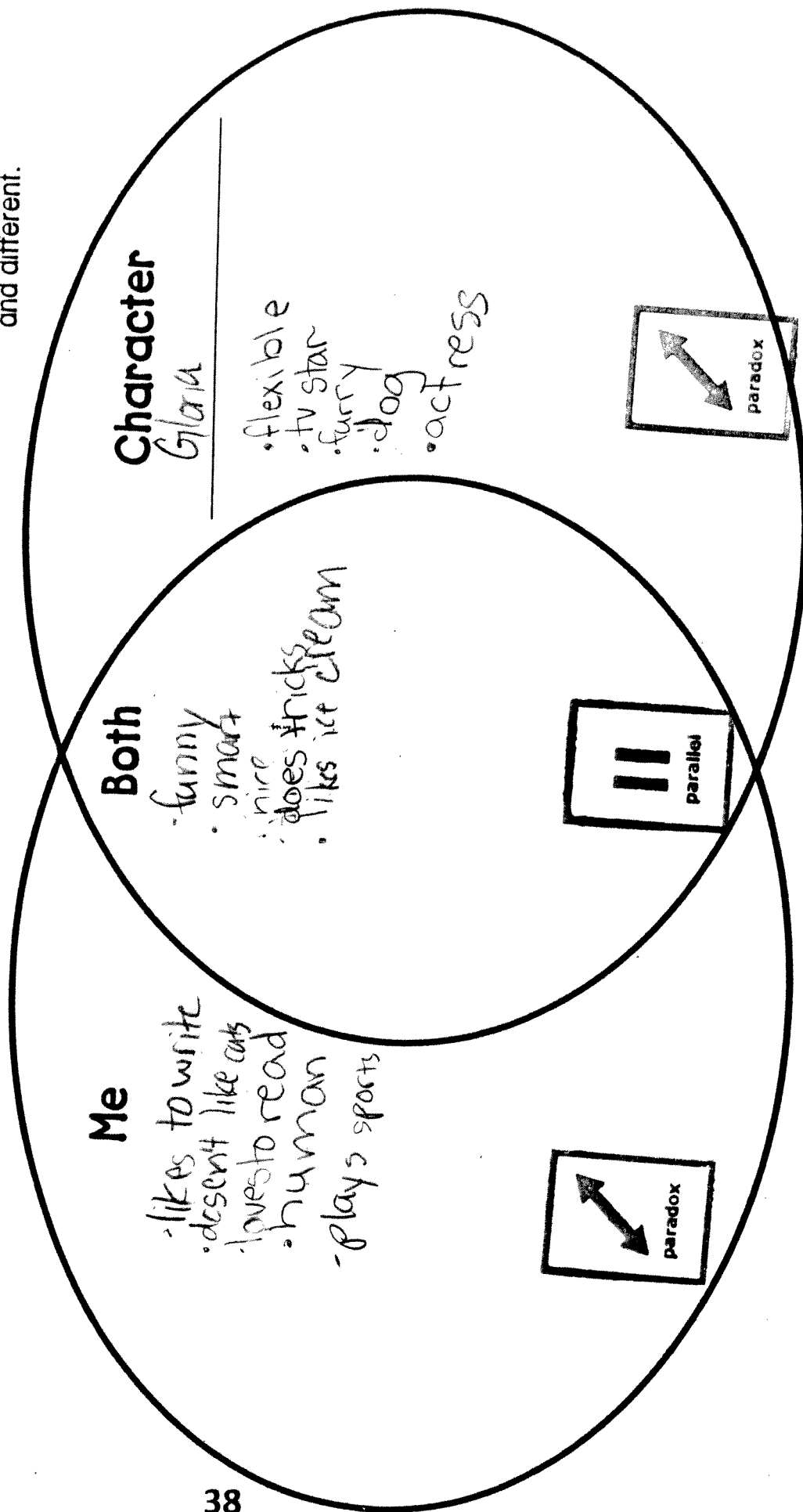
Book Title Oliver Buckle and Gloria

Date 2/17/11

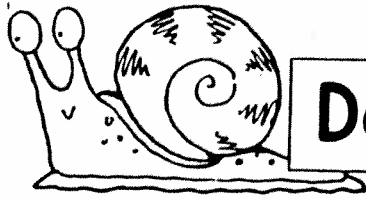


## Compare Yourself to a Character

How are you like a character in your book?  
Fill in the Venn diagram to show how you are similar and different.

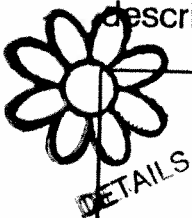


Name Mengshu Date Feb 17, 2011  
Book Title Officer Buckle and Gloria



## Describe the Main Character

Draw the main character in your book.  
Make a list of words to describe the character.  
Write the part in the book that backs up your description of the character.



Character's Name

Gloria

Words to Describe the Character

funny, smart,  
intelligent, likes  
to be with  
officer Buckle

Proof From the Book

Gloria gave Officer Buckle  
a big kiss on the nose.

Officer Buckle gave Gloria a pat on

the back. Then Officer 35



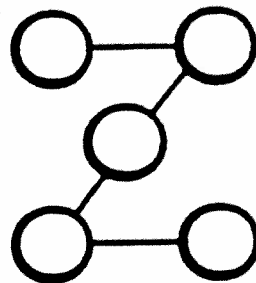
language of the  
discipline

# Vocabulary

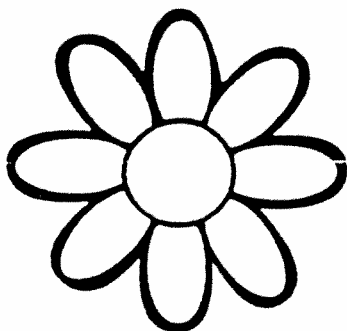
g for...



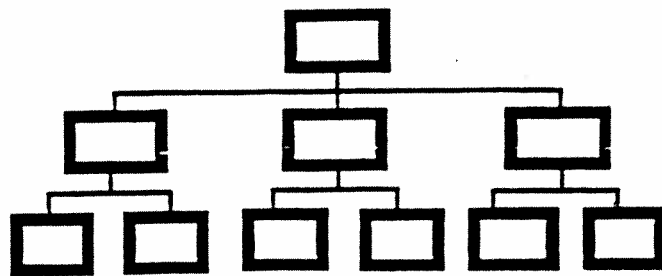
language of the disciplines



patterns



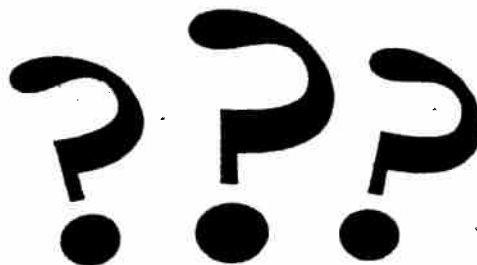
details



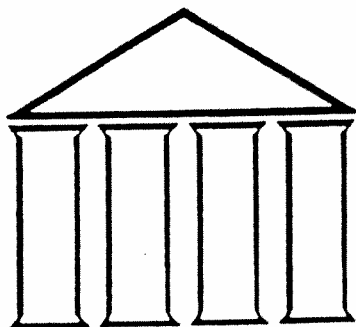
rules



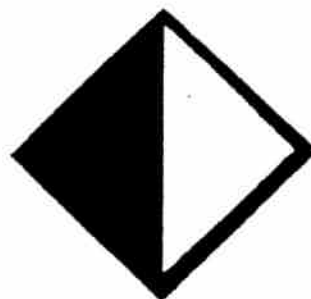
trends



unanswered questions

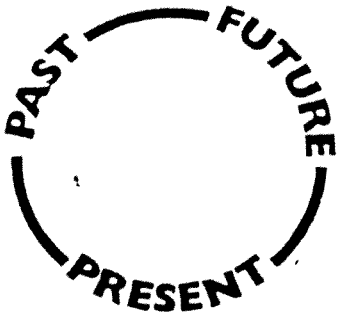


big idea

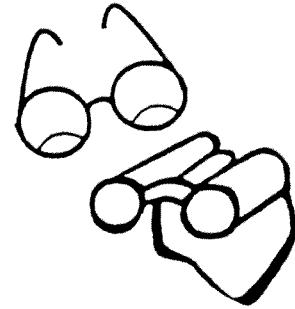


ethics

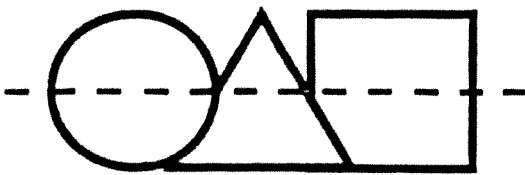
g deeper for...



relate over time



view from different perspectives



across disciplines



October 28, 2010

Dear Families,

I would like to take this opportunity to introduce myself as your child's RtI Reading Teacher. I am looking forward to an exciting year in which we read both weekly selections provided in our Houghton-Mifflin Reading Curriculum, as well as novels that I've selected specifically for this group. Our first novel study, Cam Jansen and the Mystery of the Dinosaur Bones, will begin soon.

I also wanted to make you aware of some critical thinking tools that will be used to extend the state academic content standards. These tools are designed to guide thinking to a deeper and more complex level. They provide a means for students to exhibit abstract thinking, and help students to make interdisciplinary connections. Depth & Complexity icons representing these thinking tools are used throughout our RtI classroom. Through the use of these icons, students will be able to develop critical thinking skills early in their academic career thus laying the foundation for future learning.

I invite you to join us in our scholarly pursuits this year. Children will model your enthusiasm as they share with you what they have learned. A chart detailing the icons and their definitions is on the reverse side of this letter. You can encourage further use of these icons at home by:

- Asking your child to explain to you how they are using the Depth & Complexity icons in the classroom.
- Supporting the use of the critical thinking tools in conversations at home. For example:
  - What *new idea* did you learn today?
  - What *details* would you use to describe this idea?
  - How is this new idea *related* to something else you know?
  - What *unanswered questions* do you still have about the new idea?
- Asking questions while watching television. For example:
  - What *patterns* of behavior do you notice in the character?
  - How can the character be viewed from *different perspectives*?
  - What are some *ethical* considerations portrayed by the character?
  - What are the *trends* you noticed in this program?

Thank you,

Mrs. Kelly



## Upper Grade Frames

FRAMES, LITERATURE CIRCLE ROLE:

# DISCUSSION DIRECTOR



NAME:

Subject:

Date:

Assignment:

Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

<b>TASK</b>	Prepares Questions for the Circle. The D.D. opens, facilitates, and closes the Discussion. WHAT QUESTIONS WILL I ASK TO HELP MY FELLOW CLASSMATES UNDERSTAND THE IMPORTANT ELEMENTS OF THE <u>story</u> ?
-------------	--

<b>PATHWAY</b>	<p>Unanswered Questions from the text; details or characteristics; big idea or theme; <u>connections</u>;</p> <p>perspectives, responses of fellow members of the group; <u>the characters or events</u>; the past, present, future of</p>
----------------	--

What **???** do you have regarding the plot of this story?

My Question:

Responses from Discussion:

Compare/Contrast the key idea of this story to your life or world.

What **???** do you have regarding the idea of this story?

My Question:

Responses from Discussion:

What is the theme?

What are the key elements of this story (events, character, conflict, setting, plot development, etc.) to discuss?  
NOTE 5-10 DETAILS FROM THE READING ASSIGNMENT.

My Question:

Responses from Discussion:

Consider what events occur in the story.

What **???** do you have regarding the events in this story [plot, character, conflict]?

My Question:

Responses from Discussion:

Other **???** ...

FRAMES, LITERATURE CIRCLE ROLES

**PROFILER**

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING  
COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING  
& SPEAKING STRATEGIES/APPLICATIONS



NAME:

Subject:

Date:

Assignment:

Pages:

**TASK**

Your task is to keep track of a character in the story. The profiler gets into the mind of the character, noting his/her thoughts, feelings, plans, strengths, and weaknesses.

**WHAT CONTRIBUTES TO THE CHANGES IN THE CHARACTER?****PATHWAY**

details; sequence of events; values; changes; influence, contribution;

Essential details of this character.

**STRENGTHS****WEAKNESSES**

Note how the **SETTING** to the  
in the character

Setting

Why does the character change/not change?  
[Complete a short paragraph considering the factors contributing to the character changing or staying static]

Note how **CONFLICT** to the  
in the character

Conflict

Identify the change or changes in this character  
[WHAT ABOUT THE CHARACTER CHANGED? WHY?  
WHAT STAYS THE SAME? WHY?]

FRAMES, LITERATURE CIRCLE ROLE:

# ILLUSTRATOR



NAME:

Subject:

Date:

Assignment:

Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

TASK

Your task is to create a "picture" related to the reading and/or to your *experience* with the reading.

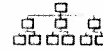
What "Big Picture" is the author creating?

PATHWAY



author's style;

details of important events;



plot structure;

theme;



connection to the world or self

5 Key of this story's (character, conflict, setting, plot, etc.) to **ILLUSTRATE**

Some images that come to mind when I think about the



Text/Quote with page #:

Description of Image:

My FINAL Illustration

Some images that come to mind when I think about a character, the conflict, the setting, or the language



used in the story...

Text/Quote with page #:

Description of Image:

Explore and note two or three other illustrations, pictures, or dramatizations from other media (internet, magazines, newspaper) that help visualize this story. Be sure to connect the image with a character or scene from the story.

FRAMES, LITERATURE CIRCLE ROSE

# CONNECTOR



CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

NAME:

Subject:

Date:

Assignment:

Pages:

TASK

Connect with any of the characters, events, conflict, setting, etc. Relate with anything from the story to world events, moments in history, personal experiences, or other stories/characters/events.

YOUR OVERALL GOAL AS A CONNECTOR IS TO HELP OTHERS SEE THE RELEVANCE OF THE LITERATURE. [WHY IS THIS STORY WORTH READING?]

PATHWAY

details; summarize the reading from beginning to end; social, political, cultural, economic issues or trends; values; consider implications an element in the story in other academic areas; connection, relevance; origins



COMPARE/CONTRAST a character, conflict, or event with another story, world event, personal experience

\_\_\_\_\_ & \_\_\_\_\_  
from the text from...



Determine the relevance of the theme, setting, character, conflict, &/or plot with today's or

[How is this story realistic or unrealistic for you?]



Determine what possible historical events, people, or places *influenced* the author to create this story.

Note 2-3 events/people/places

Discuss/Summarize what is happening in the selected reading.



[Summarize in a short paragraph or 5 bullet points]



Make the **CONNECTION!**

What does this story REMIND you of in your **LIFE** or **WORLD**?  
How is this **SIMILAR/DIFFERENT** to your life or world?

FRAMES, LITERATURE CIRCLE ROLE:

# LITERARY LUMINARY



NAME:

Subject:




Date:




Assignment:


Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS


<b>TASK</b>	Select & present passages, based on what you find interesting, helpful, and/or an appropriate example of the author's use of a literary device. <b>WHAT WORDS OR PHRASES BEST DESCRIBE THIS STORY, MAIN CONFLICT, OR CHARACTER?</b>
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<b>PATHWAY</b>	 Literary device;  details of important events;  plot structure;          theme
----------------	--

What is the  ?  
 What are the key  of this story's  (character, conflict, setting, plot, etc.) to highlight?



 Quote Revealing  
of Important CHARACTERS  
or CONFLICT

My Reason for selecting this  
text:

**"Telling" Quote or Passage:**  
 [Present one quote/passage that best  
 exemplifies the   
 of the selected reading]

 Quote Revealing  
of the SETTING

My Reason for selecting this  
text:

Quote Revealing an example or  of  
the author's use of a LITERARY DEVICE 

Literary Device:  
Quote with page #:

How is this literary device effective?

FRAMES, LITERATURE CIRCLE ROLES

# WORD FINDER



NAME:

Subject:

Date:

Assignment:

Pages:

CONTENT STANDARD: WORD ANALYSIS & FLUENCY; READING COMPREHENSION, LITERARY RESPONSE & ANALYSIS; LISTENING & SPEAKING STRATEGIES/APPLICATIONS

**TASK**

As you read, Identify 4 words [nouns, verbs, adjectives, adverbs, metaphors, similes, etc.] and complete the Frame below.

**HOW DOES THE AUTHOR'S STYLE AND/OR USE OF LANGUAGE CONTRIBUTE TO THE EFFECTIVENESS/INEFFECTIVENESS OF THE STORY?**

**PATHWAY**

word, phrase, or literary device; definition; generalization; significance to the author  
 connection quote the word or device in the context from the reading

Key that reveals the [theme/generalization] \_\_\_\_\_

Definition/Explanation:

Context [Quote it w/ pg. #]:

Why I think the author used this :

Key that reveals the of the SETTING:  
 \_\_\_\_\_

Definition/Explanation:

Context:

Why I think the author used this :

HOW DO THESE WORDS CONTRIBUTE TO THE EFFECTIVENESS OF THE STORY [relevance of the character/s, conflict, etc]?  
 Write a short paragraph explaining the [contributions] of the four words you noted.

Key that reveals the of a CHARACTER:  
 \_\_\_\_\_

Definition/Explanation:

Context:

Why I think the author used this :

Key that reveals the , CHARACTER, CONFLICT, or SETTING

Definition/Explanation:

Context:

Why I think the author used this word:/literary device: